

BANGOR MIDDLE SCHOOL

PROJECT TERM

BANGOR EXPLORES

2020-21 COURSE CATALOG

Middle School Project Term 2020-21

Bangor Explores

Project Term is a five-week term for grades 5-12 that begins May 3, 2021 and ends on June 4, 2021. Project Term is an opportunity for students to explore areas of interest, engage in experiential learning, and to recover any lost credits or skill gaps from the school year. This structure also allows us to offer a rich variety of courses that are difficult to offer in a small school setting during the traditional year.

Open House:

Bangor Creates will be held on June 3rd this year in order to display what students have accomplished during Project Term.

Important Dates:

Parent Night Meeting: Virtual	Thursday, March 18, 2021 (<i>tentative</i>)
Registration Opens	Thursday, March 18, 2021 (<i>tentative</i>)
Registration Deadline	Friday, March 26, 2021 (<i>tentative</i>)
Project Term Begins	Monday, May 3, 2021
Bangor Creates/Project Term Open House	Thursday, June 3, 2021
Last Day of School	Friday, June 4, 2021

General Guidelines:

- All students must attend Project Term. This final term is a part of our school year and regular attendance is expected; the attendance policy will not change from the regular school year.
- Students are expected to participate 100%. Students are required to meet all guidelines established by the teacher.
- Each course is being offered as credit/no credit. Students will accumulate partial credits each year for every course that count towards graduation requirements.

Course Registration:

- Course choices will be prioritized by grade seniority and then by application date. Turn in your registration ASAP to receive the highest priority of scheduling.
- Fill out the entire schedule request form. Do not repeat any classes.
- Sign up for a variety of courses! This is your opportunity to explore topics you may not have encountered in the past.
- Be flexible. Make sure you sign up for a second, third, and fourth choice during each class period. You may not get your first choice; not selecting multiple choices may lead to you being placed in a course you are not interested in.
- Please be advised: Failure to complete the course registration by the deadline will result in a course schedule being selected for you.

Middle School Course Descriptions

Teacher Name	Course Description	Grade Levels
HEALTH & WELLNESS		
Volleyball		
Smith	We will learn about the history, changes, and current rules of the sport of volleyball. The students will also learn the basic skills of the sport and, weather permitting, play games on our outdoor sand court!	6-8
Learning Objectives:	<ul style="list-style-type: none"> • Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.4.8) • Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball, or pickleball. (S1.12.8) 	
SEL Goals:	<ul style="list-style-type: none"> • Practicing teamwork and collaborative problem-solving 	
Career Connection:	Commentator, Journalist, Photographer, Marketing Specialist, Physical Trainer	
Football 101		
Maynard	Do you want to better understand a football game? In this course you will learn basic information such as gaps and positions. This will lead into a deeper understanding of scheme and terminology in the game of football.	6-8
Learning Objectives:	<ul style="list-style-type: none"> • CSS.ELA-LITERACY.SL.6.1.A, CCSS.ELA-LITERACY.SL.6.2, CCSS.ELA-LITERACY.SL.6.5, CCSS.ELA-LITERACY.RH.6-8.7, CCSS.ELA-LITERACY.RST.6-8.4, • Understand to watch and discuss football. 	
SEL Goals:	<ul style="list-style-type: none"> • To help students feel compassion for others and find strengths within people's skills and learn how to properly take and give constructive criticism. 	
Career Connection:	Analyst, Journalist, Writer, Photographer, Broadcaster, Statistician, Podcaster	
Basketball		
Remington	We will research and present a project about the history of the game or a player. We will get outside or the gym to learn the fundamentals and play some games!	6-8
Learning Objectives:	<ul style="list-style-type: none"> • Students will learn/practice the basic fundamentals of basketball (dribbling, shooting, passing, etc.) • Students will learn the basic rules for basketball (traveling, double dribbling, fouling, etc.) 	
SEL Goals:	<ul style="list-style-type: none"> • Self-awareness, self-management, relationship skills, responsible decision-making 	
Career Connection:	Coach, Teacher, Personal Trainer, Athletic Trainer	

Introduction to Running

Remington We will start from the beginning and learn proper technique to build stamina. We will learn basic stretching, strength exercises, and fundamentals of running for fitness or fun! 6-8

Learning Objectives: • Students will learn the basics of beginner running (pacing, proper breathing, conditioning, etc.)

SEL Goals: • Self-awareness, self-management, relationship skills, responsible decision-making

Career Connection: Coach, Teacher, Personal Trainer, Athletic Trainer

Babysitting 101

Herber Designed to prepare 6th-8th graders to babysit younger children, including siblings. The course will include information on child development and the responsibilities of childcare, home alone safety, first aid & rescue skills, and business skills. 6-8

Learning Objectives: • (Coming soon: Teacher on leave)

SEL Goals: •

Career Connection:

Nutrition and Cooking

Herber Students will learn the basics of cooking as well as some creative tips on making your meals memorable and nutritious! Plan to go grocery shopping, work with other students, and participate in creating yummy meals and snacks with group members! 6-8

Learning Objectives: • (Coming soon: Teacher on leave)

SEL Goals: •

Career Connection:

Where Does Your Food Come From?

Hunter What can you do to help feed the world? Explore the fundamentals/basics of agriculture including animals, crops, environment, wetlands, forests, careers, etc. 6-8

Learning Objectives: • Understand ecosystems and how they work.
• Describe how humans impact the environment.

SEL Goals: • Self-advocacy, linking feeling, values, thoughts; having empathy and compassion for others

Career Connection: Agronomy, food service, DNR Officer, Park Ranger, Farmer, Rancher, Vet

SCIENCE

It's a Spring Thing

Squires Students will investigate topics associated with Spring and nature from gardening, wildlife, plant life, and what Spring is like around the world. 6-8

Learning Objectives: • Using inquiry and observation techniques, students will acquire environmental concepts while experiencing nature.

SEL Goals: • Self-Management - The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

- Focus:
 - Exhibiting self-discipline and self-motivation
 - Planning and organizational skills

Career Connection: Ecologist, Conservationist, Wildlife Biologist; Community Activist; Environmentalist

Simple Inventions

Squires Students will create simple inventions and understand the Science behind how they work. 6-8

Learning Objectives: • Students will determine which factors impact the distance and height of a launched projectile.
• Students will construct projectiles (sky balz) that will demonstrate optimal distance and height and communicate their findings.
• MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

SEL Goals: • Responsible Decision Making - The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

- Focus:
 - Anticipating and evaluating the consequences of one's action
 - Learning how to make a reasoned judgement after analyzing information, data, and facts.

Career Connection: Engineering

Outdoor Science Labs

Aleman Students will turn into nature detectives. They will take daily walks around the school and town parks to investigate different life forms. They will record their in-depth scientific discoveries in a notepad. 6-8

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- Learning Objectives:
- By investigating the environment through nature walks, students will develop and enhance critical and creative thinking skills.
 - Outdoor science labs will allow students to apply knowledge and skills in science, technology, engineering, and mathematics (STEM).
 - Students will learn important environmental science concepts to become serious nature observers.

SEL Goals: • Self-Management & Decision Making

Career Connection: Science Teacher, Ecologist, Conservationist, Biologist, Environmentalist, Park Ranger

Where Does Your Food Come From?

Hunter Explore the fundamentals/basics of agriculture including animals, crops, environment, wetlands, forests, careers, etc. 6-8

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- Learning Objectives:
- Understanding ecosystems and how they work.
 - Describing how humans impact the environment.

SEL Goals:

- Self-advocacy, linking feeling, values, thoughts
- Having empathy and compassion for others

Career Connection: Agronomy, Food Service, DNR Officer, Park Ranger, Farmer, Rancher, Vet

THE ARTS

6th Grade Band

Doe

This will be a continuation of 6th grade band as we prepare for end of the year concerts and festivals.

6

Learning Objectives:

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
 - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
 - Performances make interpretive decisions based on their understanding of context and expressive intent.
- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
 - Musicians judge performance based on criteria that vary across time, place, and cultures.
 - The context and how a work is presented influence the audience response.

SEL Goals:

- Social Awareness: Recognizing strength in others.

Career Connection: Composer, Music Teacher, Instrument Designer and Repair, Music Business, Sound Engineering, Performer, Music Producer, Music Therapist

7/8 Grade Band

Doe

This will be a continuation of 7/8th grade band as we prepare for end of the year concerts and festivals.

7-8

Learning Objectives:	<ul style="list-style-type: none"> ● Select varied musical works to present based on interest, knowledge, technical skill, and context. <ul style="list-style-type: none"> ○ Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ○ Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. ○ Performances make interpretive decisions based on their understanding of context and expressive intent. ● Evaluate and refine personal and ensemble performances, individually or in collaboration with others. <ul style="list-style-type: none"> ○ To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. <ul style="list-style-type: none"> ○ Musicians judge performance based on criteria that vary across time, place, and cultures. ○ The context and how a work is presented influence the audience response.
SEL Goals:	<ul style="list-style-type: none"> ● Social Awareness: Recognizing strength in others.
Career Connection:	Composer, Music Teacher, Instrument Designer and Repair, Music Business, Sound Engineering, Performer, Music Producer, Music Therapist

Jazz Band

Doe	This will be a continuation Jazz Band as we prepare for end of the year concerts and festivals.	7-8
Learning Objectives:	<ul style="list-style-type: none"> ● Select varied musical works to present based on interest, knowledge, technical skill, and context. <ul style="list-style-type: none"> ○ Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ○ Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. ○ Performances make interpretive decisions based on their understanding of context and expressive intent. ● Evaluate and refine personal and ensemble performances, individually or in collaboration with others. <ul style="list-style-type: none"> ○ To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. <ul style="list-style-type: none"> ○ Musicians judge performance based on criteria that vary across time, place, and cultures. ● The context and how a work is presented influence the audience response. 	

SEL Goals:	<ul style="list-style-type: none"> • Social Awareness: Recognizing strength in others.
Career Connection:	Composer, Music Teacher, Instrument Designer and Repair, Music Business, Sound Engineering, Performer, Music Producer, Music Therapist

Cultures Through Crafts

Kimbler	You will learn about Native American and Mexican cultures through crafts native to their cultures. You will make dream catchers, pinatas, and pinch pots and take home your very own memento!	6-8
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Learning Objectives:	<ul style="list-style-type: none"> • RI 6.1 & 7.1 Determine two or more central ideas of a text & analyze their development over the course of the text. • W. 6.3, 7.3, 8.3 Write narrative to develop imagined experiences using well-structured events. • SL6.1C, 7.1C, 8.1C Pose and respond to specific questions by making comments that contribute to the topic • Students will develop an appreciation for Native American & Mexican cultures. • Students will design dream catchers, pinatas, and pinch pots and understand the history behind the crafts. • Students will explain the meanings behind their dream catchers and answer questions from their peers about them.
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RELATIONSHIP SKILLS:

SEL Goals:	<ul style="list-style-type: none"> • Use planning and organizational skills • Plan out the design of the dream catcher • Plan out the design of the pinata • Time management - meeting deadlines <p>Demonstrate curiosity and open-mindedness</p> <ul style="list-style-type: none"> • Designing dream catchers, origami, pinch pots <p>Demonstrate empathy and compassion for those from diverse backgrounds and cultures</p> <ul style="list-style-type: none"> • Build a knowledge base w/history of dream catchers, pinch pots, pinatas •
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Career Connection:	Social Worker, Teacher
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Painting

Nesbitt	This introduction to painting is designed for both beginners and experienced painters. The class will lead students through the basics of color theory, color mixing and paint application using acrylic and watercolors.	6-8
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Learning Objectives:	<ul style="list-style-type: none"> • Anchor Standard #2. Organize and develop artistic ideas and work. • Anchor Standard #3. Refine and complete artistic work. • Anchor Standard #5. Develop and refine artistic work for presentation.
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SEL Goals:	<ul style="list-style-type: none"> • Exhibiting self-discipline and self-motivation • Using planning and organizational skills
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Career Connection:	Painter, Artist
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Paper Jewelry

Learn the basics of designing and creating jewelry pieces using paper. Using various kinds of paper, we will practice traditional origami and paper quilling, techniques for bead-making, creative cutout designs, and layering and forming techniques. These techniques offer a way to work with interesting color and texture in lightweight alternative jewelry.

Nesbitt

6-8

Learning Objectives:

- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #5. Develop and refine artistic work for presentation.

SEL Goals:

- Exhibiting self-discipline and self-motivation
- Using planning and organizational skills

Career Connection:

Craft Artist, Jeweler, Jewelry Designer

Making Musicals; Onstage, Backstage and Everything In Between

This class will introduce you to your inner Diva or Designer. You will learn everything it takes to produce and perform a Disney Musical like "The Little Mermaid Jr." or "Aladdin Jr." Students will learn everything from acting to costume design to lights and sound, then apply those skills either onstage or backstage to perform for an audience. High School theatre veterans will be your mentors all semester.

Sargeant

7-8

Learning Objectives:

Students will be able to:

- Demonstrate understanding of basic acting, movement and vocal skills necessary to play a role on stage.
- Understand and explain the basic design elements of technical theatre.
- Create an example of one or more elements of theatre design or technical theatre.
- Produce an entire musical from start to finish.

STANDARD 1: PERFORM

- ART.T.I.7-8.1 Identify, practice, and create techniques for physical and vocal conditioning.
- ART.T.I.7-8.3 Serve as leader to utilize effective communication, organizational, and critical skills to facilitate a successful rehearsal.

STANDARD 2: CREATE

- ART.T.II.8.4 Understand and practice the role of the designer and technical elements in the theatre process.

SEL Goals:

RESPONSIBLE DECISION-MAKING

- Demonstrating curiosity and open-mindedness

RELATIONSHIP SKILLS

- Seeking or offering support and help when needed

Career Connection:

Acting, Directing, Theatre Design, Technical Theatre, Public Speaking, Mentoring

LANGUAGE ARTS

Choose Your Own Adventure

Packer	<p>Books are great when you want to be lead on an adventure, but what if you want to be the one making the choices for the character? In this class, we will be studying how authors write Create Your Own Adventure stories by reading them and playing Choose Your Own Adventure games. Then, you will be the one bringing adventure to your readers! We will work together to create interesting and engaging plots with plenty of twists and turns that the readers can choose for themselves as they dive into the adventure you've created.</p>	6-8
Learning Objectives:	<p>W.2 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Understand the structure of Choose Your Own Adventure stories • Become familiar with the elements of fiction <p>W.5 Develop and strengthen writing as needed by planning, editing, revising, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> • Work in small groups to collaborate on writing their own adventure stories <p>W.6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> • Publish digital, interactive versions of each group's adventure story • Create a website to showcase each adventure story 	
SEL Goals:	<p>Self-Management: Using planning and organizational skills</p> <ul style="list-style-type: none"> • Time management • Organization of materials (easy to access in Google Drive) • Meeting deadlines <p>Relationship Skills: Practice teamwork and collaborative problem-solving</p> <ul style="list-style-type: none"> • Develop CYOA storyline together • Decide who will be responsible for each part of the story • Collaborate on the design of the digital, interactive version of the adventure story 	
Career Connection:	Author, Editor, Video Game Designer	

Photojournalism

Packer	<p>Have you ever heard the saying "a picture is worth a thousand words"? Think about the stories you can tell of your life and the community around you with just a photograph. In this course, we will explore the genre of photojournalism by using photos to tell the stories of our lives and our community. You will choose a topic special to you that you want to portray through images you take yourself. Then you will construct your photo-essay by organizing your images in a way that tells the story you want to share. Finally, you will caption each image and create your final digital photo-essay on our classroom website to be shared with the school and community.</p>	6-8
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RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- Understand the components of a photo essay
- Analyze existing photo essays to determine and explain their purpose
- Using text evidence, explain how different perspectives and the “rule of thirds” enhances and image

Learning Objectives:

W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Explain how a personal photo taken for the photo essay addresses and adds to the topic of the photo essay
- Evaluate how a peer’s photo essay addresses the topic of their photo essay

W.6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

- Create a digital, interactive gallery to share our photo essays

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Self-Awareness: linking feelings, values, and thoughts

SEL Goals:

- Discuss how we portray our emotions, perspectives, and values through photography

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Career Connection:

Photography, Journalism, Artist, Author, Editor

MATH & DESIGN

Board Games Throughout the Years

We will look at the history of board games, discuss their strategies, and play a variety of board games. Students will have the opportunity to create their own!

Kimbler

6-8

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Learning Objectives:

- SL 8.1D Acknowledge new information expressed by others and when warranted, justify their own views
- SL 6.1B Set specific roles and deadlines and define individual roles as needed
- SL. 6.1C Pose and respond to specific questions with elaboration and detail by making comments that contribute to topic or issue under discussion
- CCSS ELA 6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

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SEL Goals:	<p>Show the courage to take initiative</p> <ul style="list-style-type: none"> • Lead the group with ideas for your own board game • Keep your group focused on the task at hand <p>Recognize how critical thinking skills are useful both inside and outside school</p> <ul style="list-style-type: none"> • Analyze strategies needed for board games already made (Monopoly, Connect Four, Scrabble, Chess, Checkers) • Recognize strategies needed for homework and daily tasks/issues that come up <p>Develop interests and a sense of purpose</p> <ul style="list-style-type: none"> • Design a board game with your group based on your interests • Design a strategy necessary to win the game <p>Develop positive relationships, Resolve conflicts constructively</p> <ul style="list-style-type: none"> • Keep communications positive in small groups while designing board games, doing daily work • Use give/take when conflicts arise in small groups 	
Career Connection:	Game Design, Engineering	
3-D Design & Graphics		
Remington	We will utilize the 3-D printer in the Tech lab to create some fun projects. We will also explore the design software to create your own 3-D graphics.	6-8
Learning Objectives:	<ul style="list-style-type: none"> • Students will learn a 3-D design program. • Students will create 3-D projects and use the 3-D printer. 	
SEL Goals:	<ul style="list-style-type: none"> • Relationship Skills • Self-Management 	
Career Connection:	IT, Teaching	
Shark Tank Project		
Smith	Students will come up with a product and then pitch their idea to the "sharks". Students also take on the role of the shark to evaluate their classmates' pitches and decide which businesses they would like to invest in. Whoever gets the most investments becomes the top entrepreneur!	6-8
Learning Objectives:	<ul style="list-style-type: none"> • Students will discover what an entrepreneur is by developing and marketing a product or products. 	
SEL Goals:	<ul style="list-style-type: none"> • Using planning and organizational skills and showing the courage to take initiative 	
Career Connection:	Entrepreneurship and Engineering	
Create a Personal Budget		
Maxwell	Throughout this project, students get to choose their career, car, and house. Their choices may be limited depending on the salary they get with their career. Students will practice percentages and decimal operations (multiplication, division, addition, and subtraction), along with using critical thinking skills.	6-8

Learning Objectives:	<ul style="list-style-type: none"> • 6.RP.A.3.C: Finding percentages • 6.SP.B.5 Summarize numerical data sets in relation to their context • 6.NS.B.3 Decimal operations are applied any time the budget spreadsheet is used
SEL Goals:	<ul style="list-style-type: none"> • Reflecting on one's role to promote personal, family, and community well-being.
Career Connection:	Financial Advisor or Financial Planner

Art of War-Chess

Stanford	Students will study strategy and tactics of Sun Tzu and apply these concepts to the game of chess.	6-8
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Learning Objectives:	<p>CCSS.MATH.CONTENT.7.SP.C.7: Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <ul style="list-style-type: none"> • The probability events in a game of chess are the various moves of the pieces and the possibility of outcomes are a mathematical problem that is applied and tangible to the learner compared the typical "theoretical" approach used in the daytime classroom. <p>CCSS.MATH.PRACTICE.MP2: Reason abstractly & quantitatively</p> <ul style="list-style-type: none"> • Students will reason abstractly and develop creative thinking strategies to solve chess problems, while increasing tactical capacity in chess. • Students should recognize reasoning and proof as fundamental aspects of mathematics: <ul style="list-style-type: none"> ○ Everyday questioning reflecting understanding of concepts ○ Mathematical applications <p>CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others</p> <ul style="list-style-type: none"> • Students will analyze opponents moves and develop arguments to support or refute the moves • Students should develop and evaluate mathematical arguments and proofs: <ul style="list-style-type: none"> ○ Discuss/Debate understanding ○ Explore through questioning new idea ○ Step through reasoning process • Students should select and use various types of reasoning and methods of proof: <ul style="list-style-type: none"> ○ Asking "Why?" ○ Debate ○ Reflection ○ Conjecture
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	RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups
SEL Goals:	<ul style="list-style-type: none"> • Communicating effectively • Developing positive relationships • Practicing teamwork and collaborative problem-solving • Resolving conflicts constructively • Seeking or offering support and help when needed
Career Connection:	Engineer, Project Manager, Executive

Logic & Programming	
	Students will be introduced to deductive and inductive reasoning, geometry logic with truth tables, learn to defeat logic puzzles, changing bases- leading to binary, and learn to code and program the Ti-84 Graphing Calculator!
Stanford	6-8

	Computer Science Standards Level 1: Computational Thinking
	<ul style="list-style-type: none"> • Students will develop a simple understanding of an algorithm (e.g., search, sequence of events, or sorting) using computer-free exercises. Describe how a simulation can be used to solve a problem. Make a list of sub-problems to consider while addressing a larger problem. Understand the connections between logic and other fields.
	Computer Science Standards Level 2:
Learning Objectives:	<ul style="list-style-type: none"> • Students will implement problem solutions using looping behavior, conditional statements, logic, expressions, variables and functions. • Students will demonstrate controlled responses to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).
	<u>CCSS.MATH.PRACTICE.MP3</u> : Construct viable arguments and critique the reasoning of others
	<ul style="list-style-type: none"> • Students will make plausible arguments that take into account the context of the data
	<u>CCSS.ELA-LITERACY.RST.6-8.3</u> Key Ideas and Details
	<ul style="list-style-type: none"> • Students will follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

	Self-Management:
SEL Goals:	<ul style="list-style-type: none"> • Managing one's emotions • Identifying and using stress-management strategies • Exhibiting self-discipline and self-motivation • Setting personal and collective goals • Using planning and organizational skills
Career Connection:	Computer Programming, Statistical Analysis, Logistics, Designer

SOCIAL STUDIES

Learning History Through Movies

Maynard	Students will learn about different interesting times in history through top notch movies. This will be a great way to see how film supports or does not support the truth.	6-8
<hr style="border: 0.5px dashed gray;"/>		
Learning Objectives:	<p>CCSS.ELA-LITERACY.WHST.6-8.1.D, CCSS.ELA-LITERACY.RST.6-8.4, CCSS.ELA-LITERACY.RH.6-8.2, CCSS.ELA-LITERACY.RH.6-8.7</p> <ul style="list-style-type: none"> To better help kids watch and understand not just historical movies, but all movies. 	
SEL Goals:	<ul style="list-style-type: none"> Students will witness/learn about responsible decision making and witness good and bad characteristics of individuals within different time periods of history. This in turn will help them better understand how important their decisions are and create empathy and social responsibility. 	
Career Connection:	Journalism, critic, reviewer, writer, historian, teacher, blogger	

City Planning

Smith	This course is a simulation of designing and building your own thriving city.	6-8
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Learning Objectives:	<ul style="list-style-type: none"> Students will learn cartography and geography Students will be able to explain how commercial, industrial, and residential properties work together. 	
SEL Goals:	<ul style="list-style-type: none"> Students will work to develop better decision making skills Recognizing how critical thinking skills are useful both inside and outside of school 	
Career Connection:	Engineering, Architecture, City Manager	

Academic Support

Academic English

Aleman	ESL students will improve speaking/listening skills and develop their vocabulary in this project-based class. Students will do presentations about their native country and culture, practice using English in real-life situations, and learn about American culture and customs through holiday-based projects and other activities.	6-8
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Basic Reading/Writing

Raasch	This is to assist students with an IEP who need additional assistance in reading and writing.	6-8
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6th, 7th, 8th Grade Math

TBD	Courses will be offered in each core math class to assist students who need to brush up on some of their essential skills.	6-8
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6th, 7th, 8th Grade ELA		
TBD	Courses will be offered in each core ELA class to assist students who need to brush up on some of their essential skills.	6-8
6th, 7th, 8th Grade Science/Literacy/Math		
TBD	Courses will be offered in each core Science with a math and/or ELA focus to assist students who need to brush up on some of their essential skills.	6-8
6th, 7th, 8th Grade Social Studies/Literacy/Math		
TBD	Courses will be offered in each core Social Studies with a math and/or ELA focus to assist students who need to brush up on some of their essential skills.	6-8
Smith	Math/Social Studies Project Based Support: American Colony Simulation Use math and reasoning skills to participate in a discovery simulation traveling across the ocean and colonizing North America.	6-8

5th Grade

The History of Aviation		
Bitzer	Students will learn the Fundamentals of Flight, the story of the Wright Brothers and their impact on aviation through hands on virtual stem programs (This is Rocket Science: building rockets and Forces behind flight) and a field trip to the Kalamazoo AirZoo/WMU aviation Battle Creek.	5
Learning Objectives:	<ul style="list-style-type: none"> Explain basic terms and concepts in air transportation, including commercial, military, and general aviation; air traffic control; aviation agencies and organizations; the aerospace industry; the airport environment; professional and ethical responsibilities of an aviation professional; and aviation career options. Demonstrate basic knowledge of contemporary issues within the aviation and aerospace industries. 	
SEL Goals:	<ul style="list-style-type: none"> To manage daily challenges in aviation activities and, build positive relationships, and make informed decisions during project based learning 	
Career Connection:	Pilot, Co-pilot, Air Traffic Controller, Aircraft and Avionics Mechanic, Airport Manager, Transportation Security Screener, Airfield Operations Specialist, Aeronautical Engineer	

Science Fair Project		
Davison	The Science Fair Project Class is an educational activity for students involving experiments or construction of models in one of the science disciplines. The class will provide an opportunity for students to apply the scientific method to conduct independent research. The results of each student's research will be presented in a classroom science fair.	5

Learning Objectives:	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
SEL Goals:	Responsible decision-making: <ul style="list-style-type: none"> The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. <ul style="list-style-type: none"> Demonstrating curiosity and open-mindedness Learning how to make a reasoned judgment after analyzing information, data, and facts
Career Connection:	Inspire students to consider futures in the fields of Science, Technology, Engineering, and Mathematics.

History of Baseball

Luter	Students will learn about the history of baseball. They will learn about how the game has changed through the years, pivotal events that have shaped the game today, and explore the historical ballparks throughout the league. At the end of the unit, we will head to the softball diamond to play whiffle ball.	5
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Learning Objectives:	<ul style="list-style-type: none"> Students will be able to identify the evolution of baseball. Students will be able to identify why baseball is considered "America's Pastime."
SEL Goals:	<ul style="list-style-type: none"> Practicing teamwork and collaborative problem-solving Showing leadership in groups Resisting negative social pressure
Career Connection:	Statistician, Sports Writer, Analyst, Coach

Baking Around the World

Luter	How can baking provide insight into a culture? Students will be able to collaborate with their group to create a dish from a specific culture.	5
Learning Objectives:	<ul style="list-style-type: none"> Students will understand how a culture can impact the types of foods/baked goods popular within a country. 	
SEL Goals:	<ul style="list-style-type: none"> Students will be able to work collaboratively and communicate effectively within a group. 	
Career Connection:	Baker, Chef, Food Service Industry	